LaGuardia Community College 2019-2024 Strategic Plan: Goals, Objectives, Strategies and Measures

Goals and objectives	Strategies	Measures	AY 2018-19 baseline	AY 2022-23 targets
Goal 1 Build Student Access and Success				
1a. Develop enrollment strategies (off-sites, iGen and older students) and more fluid connections from ACE to credit, and credit to ACE	● Develop and implement campus-wide recruitment plan, including greater connection between ACE and credit	● Total FTE enrollment of credit students ● Total headcount enrollment of non-credit students ● Number of students enrolling from pre-college programs (CLIP, CUNY Start, Math Start and High School equivalency) in credit programs ● Other ACE to credit enrollment (baseline in 2019-20)	● 13,040 credit FTEs (F18) ● 14,330 non-credit headcount (F18) ● 589 first-time freshmen from the ACE pre-college programs (18-19) ● The new ACE computer system will allow for tracking in 2019-20	● 14,160 credit FTEs ● 14,400 non-credit headcount ● 650 first-time freshmen from the ACE pre-college programs (22-23)
1b. Strengthen FYS and Advisement 2.0, supporting faculty and advisors with professional development and digital systems to build student success	● Offer professional development activities for faculty and staff to deepen their understanding and practice of FYS and advisement 2.0 ● Advisement integration across offices and divisions, by establishing an Advising Council consisting of representatives across all areas of advising - for better support of Advisement 2.0	● Increased use of Connected advisement (Student Success Plan (SSP)) ● Improved return rates advisement for Tier 2 & 3 (grouping based on student momentum) ● Compare one-semester retention of FYS and non-FYS students	● 52% of enrolled students advised with SSP (F18 tiers 2-3) ● 75% retained (F18>S19, tiers 2-3) ● FYS: Fall 2017 FYS students were retained at a 9% higher rate than those not enrolled (most recent analysis)	● 57% of enrolled students advised with SSP (10% increase) ● 79% retained (F22>s23, tiers 2-3) ● FYS: Fall 2022 FYS students retained at a 10% higher rate than those not enrolled
1c. Advance new models of developmental education to speed student progress to the degree	● Help remedial math students enroll in non-STEM majors to accelerate degree progress ● Develop online diagnostics assignments to place students in the appropriate Gateway Math ● Increase the number of ESL courses paired with credit bearing courses	● PMP A4. % of first-time full-time associate degree freshmen who pass Gateway English in the 1st year ● PMP A4. % of first-time full-time associate degree freshmen who pass Gateway Math in the 1st year	● 68.6% of first-time full-time freshmen passed Gateway English in the first year (F17) ● 47.1% of first-time full-time freshmen passed Gateway Math in the first year (F17)	● 85% Gateway English (F21)[1] ● 60% Gateway Math (F21)[1]
1d. Strengthen the cohesiveness of the Liberal Arts & Sciences major to build success for Liberal Arts students	● Build an interdisciplinary identity for liberal arts students and faculty ● Core ePortfolio for Liberal Arts	● Retention and graduation of first-time full-time liberal arts majors	● 60% 1-year retention (F17>F18) ● 28% 3-year graduation (F16>F19)	● 65% 1-year retention (F21>F22) ● 35% 3-year graduation (F20>F23)

Goals and objectives	Strategies	Measures	AY 2018-19 baseline	AY 2022-23 targets
1e. Develop new revenue streams to support student success and advance the College mission	● Seek additional opportunities for grants ● Increase voluntary support, through fundraising and grants ● Implement cost saving initiatives	● PMP E2. Dollar amount of total voluntary support (3-year weighted rolling average) ● PMP D1. Dollar amount of research grants (3-year weighted rolling average) ● PMP E1. Tax-levy budget spent on student services, instruction, and departmental research	● $5,121,869 total voluntary support (2016-18) ● $948,149 total research awards (2016-18) ● 64.1% tax-levy budget spent on student services, instruction, and departmental research (FY2018)	● $6 million voluntary support (2020-22) ● $1.1 million research awards (2020-22) ● 65% tax-levy budget (FY2022)
1f. Build graduation and transfer success, advancing the 30-credit initiative	● Implement Momentum Plan - see Developmental Education ● Maintain 30 Credit Initiative ● Strengthen First Year Seminar and advisement (1b)	PMP first-time full-time fall freshmen: ● PMP A4. One-semester retention ● PMP A4. One-year retention ● PMP A6. 2-year graduation (on-time) ● PMP A6. 3-year graduation (150%) ● PMP A6. 3-year graduation ASAP ● PMP A6. Earned a degree or transferred within 6 years ● PMP A4. Earned 20+ academic credits in first year ● PMP A4. Earned 30+ academic credits in first year ● PMP A4. Transfer rates for all graduates	First-time full-time fall freshmen: ● 78.3% one-semester retention (F17>S18) ● 64.8% one-year retention (F17>F18) ● 11.3% graduated in 2 years (F16>F18) ● 26.9% graduated in 3 years (F15>F18) ● 54.6% of 3-year graduation for ASAP (F15>F18) ● 43.6% earned a degree or transferred within 6 years (F12>F18) ● 42.6% earned 20+ credits (17) ● 18.8% earned 30+ credits (F17) ● PMP A4. 73.6% transfer of all graduates (16-17)	● 81% one-semester retention (F21>S22) ● 68% one-year retention (F21>F22) ● 17% graduate in 2 years (F16>F18) ● 40.5% graduate in 3 years (F19>F21)[2] ● 60% ASAP graduate in 3 years ● 55% earn a degree or transferred in 6 years (F16>F22) ● 67% earn 20+ credits (F21)[2] ● 35.8% earn 30+ credits (F21)[2] ● 76% transfer of all graduates (20-21)

Goals and objectives	Strategies	Measures	AY 2018-19 baseline	AY 2022-23 targets
Goal 2. Strengthen Learning for Students - and for Faculty, Staff and the College				
2a. Help students build the knowledge, skills, and dispositions needed for 21st century success in education and careers, including deepening our shared work on our Core Competencies	● Provide Learning Matters Mini-grants, and a variety of seminars that address the College's core competencies ● ePortfolio Team supports implementation of comprehensive ePortfolio program	Focus on core competencies ● Improved benchmark reading scores for students in the 45+ credit bucket	● Core competencies: -Inquiry and problem solving 5.10 -Global learning 4.17 -Integrative learning 4.32	● Core competencies: -Inquiry & problem solving 5.4 -Global learning 4.4 -integrative learning 4.55
2b. Develop and refine digital learning environments and online offerings that build student engagement, learning and success	● Support hybrid/online learning by offering mini-grants and seminars ● Maintain and improve data and network systems infrastructure and support emerging technology requirements across campus	● PMP A1. % of students FTEs offered partially or totally online	● 7.9% of instructional student FTEs offered partially or totally online	● 8.2% of instructional student FTEs offered partially or totally online
2c. Advance courses that build students' written, oral and digital communication abilities	● Provide Learning Matters Mini-grants, and a variety of seminars that address the College's communication abilities	Focus on written, oral and digital abilities ● Benchmark results in the 45+ credit bucket	● Communication abilities: -Written Communications 5.62 -Oral Communications 5.21 -Digital Communications 4.62	● Communication abilities: -Written Communications 5.9 -Oral Communications 5.5 -Digital Communications 4.85
2d. Support innovation, assessment and cross-divisional faculty and staff development to build professional learning and advance student learning and success	● Offer seminars to faculty around assignment activities linked to core competencies & communication abilities, ePortfolio and capstone ● Work with the assessment leadership team to improve understanding of competencies, and assessment deposit practices ● Coordinate recruitment and training of students in technology mentor programs that support faculty and students technology needs ● Increase faculty scholarly/creative works[3]	● Center for Teaching and Learning (CTL) participant surveys indicating application of learning - Post seminar survey results of faculty ● Faculty scholarly/creative works, including articles and books, speeches, papers and workshops, performances and visual arts	● 82.5% of CTL Participants surveyed indicated application of learning ● 293 scholarly/creative works (Spring 18)	● 86.6% of CTL Participant surveyed indicate application of learning ● 322 works (10% increase, Spring 22)
2e. Engage part-time faculty in the professional learning process	● Part-time faculty will participate in professional learning activities led by the CTL	● Part-time faculty participation in professional learning activities led by the CTL	● 206 Adjunct Participants in 2018/19 CTL Activities	300 part-time faculty

Goals and objectives	Strategies	Measures	AY 2018-19 baseline	AY 2022-23 targets
Goal 3. Enrich the Student Experience				
3a. Advance communication and interaction, linking students with faculty and administrators and focusing on students as active agents of their own education	● Enable DegreeWorks (DGW) Student Educational Plan (SEP) to support new students advising and registration and continuing students in FYS ● Implement visual schedule builder (VSB)	CUNY SES ● % very satisfied with overall academic experience ● % very satisfied with faculty advisement ● % very satisfied with academic advisement (non-faculty) ● % very satisfied with Tutoring Services	CUNY SES 2018 ● 30% overall academic experience ● 36% faculty advisement ● 34% academic advisement ● 41% Tutoring Services	SES 2022: ● 35% overall academic experience ● 41% faculty advisement ● 39% academic advisement ● 45% Tutoring Services
3b. Expand co-curricular programming and internal experiential education opportunities (e.g., undergraduate research; peer programs; project-based learning) to build learning and community	● Support funding model for faculty co-curricular proposals ● Expand experiential learning and internship courses	● Participation in experiential learning and internship courses	● 446 enrolled Experiential learning courses (F18)	● 900 enrolled Experiential learning courses (F22)
3c. Create flexible, state-of-the-art facilities, adapt to change and improve the student experience	● Renovate library, Shenker Hall Science labs, Building C infrastructure, renovate 6 classrooms a year ● Renovate a targeted number of classrooms and square feet public space a year	● CUNY SES satisfaction with classroom facilities (2018 baseline)	● SES 2018- 35% strongly agree that the classrooms are clean and well maintained ● SES 2018- 35% strongly agree that the classrooms space is sufficient	● SES 2022- 40% strongly agree that the classrooms are clean and well maintained ● SES 2022- 40% strongly agree that the classrooms space is sufficient
3d. Improve support services for night and weekend students	● A survey in Fall 2019 to assess the needs of evening and weekend students	● A plan will be developed based on survey results, and measures established to assess success	● 2019-20 baseline after measures are established	To be determined based on survey results

Goals and objectives	Strategies	Measures	AY 2018-19 baseline	AY 2022-23 targets
Goal 4. Build Inclusive Community to Achieve the College Mission				
4a. Examine what diversity means in our unique context, and how to best support underrepresented faculty, staff and students	● Reduce performance gaps of underrepresented (URM) and non-underrepresented minority, and men and women ● Recruit and Retain Diverse Workforce to meet needs of the College ● Increase participation of businesses owned by minority and women (MWBE) and disabled veterans (SDVOB) in Procurement and service contracts	● PMP A5. 1-year retention gap for first-time full-time URM ● PMP A5. 1-year retention gap for first-time full-time men ● PMP D2. % minority full-time faculty ● % minority full-time staff ● % minority ECP ● % of contracts with MWBE and SDVOB	● 14.4% 1-year retention gap for URM compared to non-URB (F17>F18) ● 9.1% 1-year retention gap for men compared to women (F17>F18) ● 44.4% minority of the full-time faculty (F18) ● 75.4% minority of full-time staff (F18) ● 36.4% minority ECP (F18) ● 22% MWBE contacts; 0.4% SDVOB contracts	● 10% 1-year retention gap-URM (F22>F23) ● 3% 1-year retention gap-gender (F22>F23) ● 50% minority full-time faculty ● Maintain minority full-time staff at 75% ● 46% minority full-time ECP ● 30% MWBE contacts; 6% SDVOB contracts[4]
4b. Develop strategies that use our diversity - including language diversity - as a resource for learning	● CTL develop and support Faculty and staff professional development activities focusing on diversity, including language	● Number of participants in CTL led diversity focused seminars and activities	● 42 faculty in diversity-focused seminars	● 50 faculty in diversity-focused seminars
4c. Develop an intersectional approach (ways in which race, gender, sexuality, ability, language, etc. overlap and intersect) in order to strengthen understanding and connections across all campus groups	● Events with intersectional focus	● Number of intersectional events ● Number of participants in the events	● 8 intersectional events ● Baseline for number of participants will be established in 2019-20	To be determined based on baseline results
4d. Deepen our relationships with community groups, building enrollment, community-based student support, and opportunities for civic engagement	● Create a campus wide advisory body to coordinate community outreach ● Develop a community outreach mapping process to create baseline (2019-20)	● Total number of community groups engaged ● Number of new community groups engaged	● Baseline will be as of 2019-20	To be determined based on baseline results

Goals and objectives	Strategies	Measures	AY 2018-19 baseline	AY 2022-23 targets
Goal 5. Advance Career and Workforce Development				
5a. Make greater use of ACE labor market & employer data in credit programming	● Use the student driven data from Career Coach and incorporate their interests and goals into our credit programming and student experience ● Review, track, and analyze the number of prospective LAGCC student profiles on Career Coach ● Expand labor market data projects that inform degree and noncredit programs	● Career Coach profiles (combined credit and non-credit) ● The number of credit programs working on labor market data	● 300 credit and non-credit Career coach profiles in FY2018 ● 5 labor market projects in FY2018	● 3000 credit and non-credit Career Coach profiles in FY2018 ● Increase to 10 labor market projects a year
5b. Strengthen and diversify STEM education, engaging experiential learning and interdisciplinary perspectives	● Review STEM curricula, develop best practices for labor market opportunities ● Secure and implement STEM grants	● ACE STEM Enrollment ● PMP C1. % majoring in STEM majors	● ACE STEM enrollment: 1,616 in 2018-19 ● PMP-24.1% majoring in STEM	● ACE STEM enrollment: 1,700 in 2022-23 ● PMP-25% majoring in STEM
5c. Strengthen career readiness programming, helping students understand, prepare for and find success in meaningful and rewarding careers	● Expand the use Career Connect (Completing profile as part of CCPD intake process, including through Career Office intake, social media, etc.)	● Number of students using Career Connect ● % graduates indicated they were "very well" or "well" prepared for their jobs (CUNY survey) ● % very satisfied with services from Career Planning and Placement	● In Fall 2018 2,055 unique users in Career Connect ● 52% of the 2016-17 graduates indicated they were "very well" or "well" prepared for their jobs ● 39% very satisfied with Career Planning & Placement	● In Fall 2022 4,200 unique users in Career Connect ● 57% of the 2020-21 graduates indicated job preparedness ● 44% very satisfied with career planning
5d. Work with employers and community organizations to expand external experiential learning (internships, apprenticeships & service learning), engaging ACE and credit students	● Expand the number of employers who serve as internship hosts for ACE and credit students	● PMP C2 - % of paid internship participation (based on 2019 CUNY-wide career readiness survey)	● 7.1% participated in a paid internship ● 13.7% participated in any internship	● 10% participated in a paid internship ● 15% participated in a any internship

Unless specified otherwise, all PMP measures are for the Fall

[1] Momentum targets; due to change in the process that assigns students to remediation, historical data might not be reliable predictors for future performance

[2] College specific targets as assigned by CUNY

[3] Including articles and books, speeches, papers and workshops, performances and visual arts

[4] CUNY targets

*The Executive Council approved the 2019-2024 Strategic Plan goals, outcomes and measues on October 11, 2019